Unit 7: Romanticism: Balancing idealism and violence

Content Area: **Language Arts Literacy**
Course(s):
Time Period: **February**
Length: **4 weeks**
Status: **Published**

Enduring Understandings

Political revolutions of the Romantic period were founded on Enlightenment political philosophy (Individual Rights).

Artists reacted variously to the revolution's violence and destruction.

Emerging in this turbulent century were four types of individualized heroes, embodied in Napoleon, Beethoven, Faust, and the Byronic hero

Essential Questions

What connections can be made between the French Revolution and romantic spirit?

How was art used to protest against social injustice?

How did artists use nature as a mirror of the human imagination?

Why did some artists react against middle class life?

How does Beethoven's music typify romanticism?

Which classical elements can be found in romantic music?

Content

Potential Works of Study: music by Beethoven, Chopin, Rachmaninoff, and Berlioz; poetry by Wordsworth *et al*romantics; excerpts from gothic novel; visual art by Delacroix, Goya, Turner, *et al;* Houses of Parliament, Royal Pavilion (Nash).

Vocabulary: romanticism, romantic genius Noble Savage, Gothic, program music, *scherzo*, motif

Skills

Identify (elements of romanticism in works of art)

Contextualize art (in the historical and social circumstances of the romantic age)

Summarize (connections between culture, composer, and history/politics of the time period)

Analyze (issues of ethnicity, gender, social/economic status, age, and physical conditioning in relation to art)

Take notes in college-style lecture

Use genre specific terminology in writing and speaking.

Analyze musical composition

Appreciate conveyance of idea through music

Resources

Standards

LA.11-12.CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.11-12.CCSS.ELA-Literacy.CCRA.RI.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LA.11-12.CCSS.ELA-Literacy.CCRA.RL.10	Read and comprehend complex literary and informational texts independently and proficiently.
LA.11-12.CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
VPA.1.1.12.B.1	Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.
VPA.1.1.12.B.2	Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.
VPA.1.3.12.B.1	Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance.
CCSS.ELA-Literacy.W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
CCSS.ELA-Literacy.RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CCSS.ELA-Literacy.RL.11-12.10a	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
CCSS.ELA-Literacy.RL.11-12.10b	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
CCSS.ELA-Literacy.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
CCSS.ELA-Literacy.SL.11-12.1.b	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.